U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Ms. Joanne Giordano

Official School Name: Oldfield Middle School

School Mailing Address: 2 Oldfield Road
Greenlawn, NY 11740-1235

County: Suffolk State School Code Number: 580406060005

Telephone: (631) 754-5310 E-mail: GiordanoJ@harborfieldscsd.org

Fax: (631) 754-2677 Web URL: www.harborfieldscsd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Frank Carasiti Superintendent e-mail: carasitif@harborfieldscsd.org

District Name: Harborfields CSD District Phone: (631) 754-5320

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Nicholas Giuliano

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   4 Total schools in district
2. District per-pupil expenditure: 19274

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 13

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	139	151	290
K	0	0	0		7	148	174	322
1	0	0	0		8	145	169	314
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
					Total in Applying School:			926

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
4 %	Black or African American
5 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
88 %	White
1 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2009	904
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 6

Number of languages represented, not including English: 2

Specify languages:

Spanish and Haitian-Creole

9. Percent of students eligible for free/reduced-priced meals: 6%

   Total number of students who qualify: 53

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

    Total number of students served: 110

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2	Autism	0	Orthopedic Impairment
2	Deafness	35	Other Health Impaired
0	Deaf-Blindness	54	Specific Learning Disability
0	Emotional Disturbance	11	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
4	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	34	4
Special resource teachers/specialists	30	13
Paraprofessionals	0	21
Support staff	20	2
Total number	87	40

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	97%	97%	96%
Daily teacher attendance	94%	96%	96%	94%	96%
Teacher turnover rate	10%	15%	7%	17%	14%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher attendance: During the 2009-2010 school year six teachers went out on maternity leave and one on an extended illness. During the 2006-2007 school year eleven teachers went out on maternity leave and one on an extended illness.

Teacher turnover rate: At the end of the 2008-2009 school year five teachers were transferred to other buildings, one went on maternity leave, two were excessed, and five left the district. At the end of the 2006-2007 school year three teachers were transferred to other buildings, four went on maternity leave, and one retired. At the end of the 2005-2006 school year two teachers were transferred to other buildings and eight left the district.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	**0** %

PART III - SUMMARY

Oldfield Middle School is a community of learners in the Harborfields Central School District located on the North Shore of Long Island in Huntington Township. It encompasses an area of eight square miles and serves a suburban population of about 20,000. As the only middle school in the Harborfields School District, our mission is clear, "A Team Approach to Learning," built on combining strong middle school philosophy and practice with traditional values of home and family, social responsibility, and academic excellence. As integral members of the Oldfield team, our students gain a sense of belonging to their school and greater community.

The Oldfield team understands that as middle level educators, it is our responsibility not only to ensure academic excellence and rigor for all students, but to also maintain a supportive learning environment that nurtures their social-emotional development. Our school offers students the opportunity to participate in a variety of programs such as Peer Mediation, Tornadoes Listening and Caring (TLC), and Anti-Violence Day. Our approach to supporting the social and emotional development of our students is further evident in social skills groups, led by counselors and a social worker, that guide students through the day-to-day challenges of middle school life.

In their continued commitment to our students, Oldfield teachers volunteer their time to participate in our teacher-student mentoring program, Project TRAIL (Tornadoes Reaching Achievement in Leadership), where they meet weekly with a youngster and serve as a positive role model. Our Best Buddies program, which pairs general education students with special education students, fosters friendships and is proud to be one of the first program charters at the middle school level in Suffolk County.

Recognizing that the middle school years are central to a child's development, our instructional teams work collaboratively at each grade level to deliver a rigorous, interdisciplinary program. Each team consists of four core teachers and a special education teacher. A guidance counselor, an administrator, and a social worker are also members of the team. Teams meet during a commonly scheduled preparation period to plan instruction, collaborate on how to integrate literacy into the curriculum, review student assessment data, develop curriculum to ensure instructional equity, and monitor the social-emotional development of the students assigned to their heterogeneously grouped team. During this planning period, teachers meet with parents, thus enhancing the school-home connection and team structure.

Teachers deliver differentiated instruction to address the diverse cognitive spectrum within our school. The instructional program provides students with a well-rounded and broad learning experience through their participation in a variety of course offerings which include: world languages (Spanish, French, or Italian), family and consumer science, physical and health education, art, music, technology, and performing arts electives (band, orchestra, chorus). Thirty-eight percent of seventh and eighth graders are accelerated in math and forty-five percent in science. These programs, which culminate with a Regents exam, award students with high school credit.

In addition, our school's Academic Intervention Support (AIS) program services youngsters who have not achieved proficiency on New York State (NYS) assessments. Teachers analyze assessment results, identify gaps in each student's learning, and use this data to develop a learning plan to strengthen deficient skills. The integrated co-teaching model, resource room, and ALC (Alternative Learning Center) programs support students with Individual Education Plans. Teachers within these programs continuously collaborate with team members to ensure that all I.E.P. goals are met.

Oldfield Middle School (OMS) staff and students embrace the neighborhood and world communities as an extension of our learning community through our school wide character education program. We received recognition from the Character Education Partnership with a "Promising Practice Citation" for the Adopt-a-Senior Program through a local nursing home. A variety of charity fundraisers such as

clothing, food, and toy drives are conducted throughout each year to support needy families within the Harborfields community. In addition, the school coordinates "Operation Ziploc®" where supplies are collected for servicemen and women and are shipped overseas during the holiday season. OMS was recognized for this effort with "The Wolverine Certificate of Appreciation" from our servicemen and women.

Learning and civic awareness extend beyond the school day at OMS. Students have the opportunity to participate in a variety of athletic teams and intramurals where teamwork and good sportsmanship are priorities. Students can also pursue their interest through a variety of different clubs including science research, drama, art, multicultural club, student government, school store, student recognition, and yearbook.

Oldfield is proud of our many accomplishments and has been ranked as one the top middle schools in Suffolk County and was recognized as the highest achieving middle school in mathematics based on assessment data in 2008. OMS was also recognized by New York State as a "High Performing/Gap-Closing School" for two consecutive years. Our school library was awarded the National Endowment for the Humanities "We The People Grant" for the past three years in addition to winning the Pine Tree Poetry Collection contest. For the past ten years, Oldfield has consistently achieved "Honor School" status through the Suffolk County Reading Council, where several rigorous requirements were met that demonstrated a dedication to improving student literacy through a variety of educational opportunities. Last year the Suffolk County Math Teachers Association recognized Mr. Romanelli, a math teacher at OMS, as Math Teacher of the Year.

Anyone who enters Oldfield quickly understands that it is a special place with a dedicated staff committed to middle level education. OMS students are hard-working, civic-minded young adults with tremendous school pride. The OMS PTA supports programs through committee involvement and represents true partners in the educational journey of their children, further supporting the school's mission of "*A Team Approach to Learning*."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Public schools in New York State are required to administer uniform assessments to grades 3-8 in the areas of mathematics and English. Students' *raw scores* are converted to a *scale score* which, in turn, is converted to one of the following levels: *Performance Level 1* (Below Standard - does not demonstrate an understanding), *Performance Level 2* (Meets Basic Standard - demonstrates a partial understanding), *Performance Level 3* (Meets Proficiency Standard - demonstrates an understanding), and *Performance Level 4* (Exceeds Proficiency Standard-demonstrates a thorough understanding). These assessments, originally administered in the months of January and March respectively, were moved to late April and May in 2010 in an effort to provide a more comprehensive evaluation of student performance following a full year of instruction.

Oldfield Middle School is one of the top achieving schools in Suffolk County, Long Island on the Grades 6-8 New York State Assessments in English and Mathematics. From 2005-2009, 81-97 % of all students tested on the mathematics assessment met or exceeded proficiency, earning a Performance Level of 3 or 4. Likewise, 79-97% of all students tested on the English assessment met or exceeded proficiency, earning a Performance Level of 3 or 4. Please note that Oldfield Middle School has consistently improved its performance percentiles each year for all students tested (including students identified within each subgroup) for both mathematics and English prior to May 2010, as further detailed in Part VII of this application. We are also very proud of the fact that we consistently surpass the state's Adequate Yearly Progress (AYP) benchmark for these assessments, including those identified for subgroups. This is largely due to our school's extensive practice in data analysis and the strong literacy initiatives that we have implemented.

In the summer of 2010, the NYS Board of Regents raised the cut points between the Basic Standard (Level 2) and Proficient Standard (Level 3) on the Grades 3-8 NYS Assessments in Mathematics and English. According to a recent announcement from the NYS Education Department, this shift "caused a state-wide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic Standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency Standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner of P-12 Education, John King, stated, 'These newly defined scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the proficient standard reflects that we are setting the bar higher, and we expect students, teachers, and parents to reach even higher to achieve these new targets.'" Additional information on the NYSED Grade 3-8 Assessments can be found at www.p12.nysed.gov/irs/ela-math/. Data results for Oldfield Middle School can be accessed through the following website: https://www.nystart.gov/publicweb/School.do?county=SUFFOLK&district=580406060000&school=580406.

The above serves to explain why our student data results on the Grade 6-8 NYS Mathematics and English Assessments reflect a drop in the percentage of those students earning a Level 3 in 2010.

In the most recent year's data, our analysis identified achievement gaps between all students tested and those within the following subgroups: Free and Reduced, Special Education, and African American. These gaps continue to be addressed through our review of students' performance on benchmark assessments, as well as their actual results on the Grades 6-8 NYS Assessments in English and Mathematics. Using this information, teachers have identified several consistent performance trends requiring remediation. In the area of reading, teachers identified that the subgroups mentioned above need further instruction on how to draw conclusions, understand figurative language, identify information

not explicitly provided in the passage, draw inferences, understand the author's purpose, and other higher level thinking/reading skills.

Mathematics and AIS math teachers have identified that deficits exist in student performance among the subgroups in the areas of conceptual language, spatial understanding, basic computations/operations such as multiplication and division particularly with integers, regrouping, factoring, terminology, polynomials, and quadratic equations.

To help close the achievement gap, teachers have attended conferences sponsored by Board of Cooperative Education Services (BOCES), Bureau of Education and Research (BER), and SCOPE Education Service. Teachers have also attended in-house conferences lead by consultants in reading and mathematics instruction and specialists known for their knowledge and expertise in the area of special education and student cognition. In direct response to last year's results, OMS is working collaboratively with a local agency to administer a mid-year benchmark. This data will provide us with individualized student reports which will then be used to guide instruction to further close the achievement gap.

Students who earned a high level 2 on assessments in 2010 (those who would have otherwise earned a Level 3 if the cut points had not been raised) have been monitored by their English and math teachers throughout the year. These include some students represented in the subgroups previously mentioned. Each teacher has developed an individualized plan to meet the needs of the monitored students based on an earlier mathematics benchmark and the Fountas and Pinnell reading benchmark assessments administered in September and October 2010.

Frequent articulation between team members and their special education/AIS colleagues, as well as parents, is also a contributing factor when considering the overall success of our programs. The OMS motto, "A Team Approach to Learning," is especially significant when considering the education and opportunities for success for our disadvantaged learners.

2. Using Assessment Results:

Teachers and building administrators work collaboratively to analyze student data results at the beginning, middle, and end of the year in order to determine common deficits in student performance. Teachers use this data to make instructional decisions on how to apply best practice strategies to better meet student deficiencies.

By graphing students' results and performing data calculations, we are able to identify the *mid-range* questions, also identified by one of our consultants as "Gateway Questions." These questions represent performance indicators with which students are experiencing difficulties and will be addressed through targeted instruction. We then cross-reference these against the actual test to determine if the student's incorrect responses are related to the phrasing of the question. Once we have eliminated this as a possible factor, we turn our attentions to the "Performance Indicator Map and Answer Key" and "Individual Item Analysis" reports provided by NYS.

The "Indicator Map" helps us identify the specific NYS Performance Indicator and Standard for each of the mid-range questions for which we then research strategies. These strategies are then integrated within the corresponding curricula. Academic Intervention Support (AIS) teachers also develop an individualized student report reflecting the student's deficits and the teacher's strategies for addressing these performance indicators.

As part of our literacy initiative, in addition to providing instruction in how to teach reading strategies across the curriculum, teachers have been trained in small group instruction. This has enabled teachers to provide direct instruction in reading and mathematics skills to specific students who share similar performance deficits while others in the class complete a related activity based on an earlier mini-lesson within the instructional period.

Specifically, English and AIS reading teachers have included the following in their daily lessons to address these identified deficits: graphic organizers, pre-reading and vocabulary recognition strategies, the use of highlighters and writing in the margin, reading comprehension skills, and general test-taking strategies.

The methodologies used within the math and AIS classrooms vary depending upon data results from a variety of assessments. The teaching of mathematical literacy, computation, application, and word problems is important to our systematic approach to improving student performance in mathematics.

3. Communicating Assessment Results:

Oldfield Middle School teachers, support staff, and administrators work cooperatively with parents, students, and the community to ensure their understanding of student performance data on local and state assessments.

Our report cards and interim reports include information and comments reflecting academic and behavioral performance. The parents of students enrolled in our Academic Intervention Services program also receive individualized progress reports throughout the year highlighting specific diagnostic data and targeted performance indicators.

Formalized Individual Student Reports for New York State Assessments are mailed home to parents along with a letter of explanation from the school district.

Teachers communicate student progress directly to our learners through our "Thumbs Up" program. Administrators, guidance staff, and team teachers meet twice each marking period to discuss students' progress in the areas of academics, behavior, and social/emotional well-being. If no concerns are identified, the students receive a "Thumbs Up" certificate from their teachers, noting their positive strides. Teachers then meet individually with those students for whom a concern has been identified.

To further communicate assessment data with parents and students, Oldfield Middle School was the first school within the district to introduce the web-based Parent Portal. This provides parents and students with online access to New York State Assessment results, report cards, progress reports, attendance records, schedules, and teacher newsletters which contain homework assignments, projects, and classroom events. Building and district announcements are also posted on the Parent Portal and school website.

Teachers communicate student data on a regular basis with parents via telephone, e-mail, and academic team conferences. "Back to School Night" is also an opportunity for parents to learn about grading policies and assessment requirements. Guidance counselors, who remain with their students for all three years at OMS, work closely with students and parents to interpret state assessment results and make plans for the academic success of their children.

Finally, building administrators present assessment results and data analysis on a regular basis to the community at monthly Board of Education, PTA, and Shared Decision-Making Committee meetings. In addition, annual orientation programs are held for parents each spring to ease transitions between grade levels. Communicating with parents in each grade is vital to the success of our students.

4. Sharing Lessons Learned:

Oldfield Middle School staff has become quite proficient in using assessment data to inform classroom instruction. As a result, a team of teachers and administrators were invited to present our school-wide data protocol at a Regional Data Conference sponsored by Hofstra University. The presentation included a detailed overview of the process for identifying and setting instructional goals, based on assessment data. Approximately 200 educators attended this workshop, including several Long Island

superintendents, district level personnel, administrators, and teachers. As a follow-up, instructional teams from neighboring districts visited OMS to obtain additional information about the school's practice.

OMS routinely hosts teams of professionals who wish to observe and gain more information on a variety of our programs. Most recently a team of principals visited us to learn more about our teaming structure in their quest to develop a sixth grade learning center within their district. Our guidance department shared our comprehensive guidance program with a visiting guidance team and our technology department presented our program to visitors exploring ways to enhance their instruction.

Furthermore, each year the OMS Shared Decision Making Committee meets with a neighboring district's committee to share "best practices" within our schools.

Teachers at Oldfield continually share their talents with colleagues within our district by teaching a variety of district-sponsored professional development courses. Much of this professional development focuses on integrating instructional technology into the curriculum. They also serve as cooperating teachers by working with students from local colleges and universities. Professionals from each content discipline routinely participate in district-level curriculum committees in collaboration with teachers and administrators from the other schools within the Harborfields district. In addition, one staff member was selected by the College Board to share her talents and work with representatives from all 50 states to score the National Advanced Placement Examination for Spanish.

Many times, OMS student accomplishments can be read about in the local newspapers or seen on television. School highlights and successes are published in our district newspaper Harborfields Highlights. Our PTA also reports our school and student accomplishments through their monthly "e-mail blast," PTA, and PTA Council meetings.

As a learning community, the parents and staff are always excited to engage in professional dialogue and development. We are proud of the accomplishments of our students and staff and continue to investigate new ways to share our successes with other learning communities.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum, based on NYS Standards and Performance Indicators, is designed to ensure instructional equity and rigor for all students.

The English curriculum strengthens middle level literacy skills through strategic reading instruction and the analysis of a variety of genres targeting authors' writing styles and literary elements. Book talks, literature circles, and author studies allow for differentiation of learning. A writing strand supports the development of writing and communication skills focusing on literary, expository, and persuasive essays. Reading, writing, listening, and speaking skills are the key components of the program. Our scope and sequence allow for a logical organization of skill delivery providing a template for sustained student achievement.

The math curriculum engages students in mathematical thinking and problem-solving. Both our general and accelerated programs provide a rigorous content organized into ten major strands of study: problem solving, reasoning and proof, communication, connections, representation, number sense and operations, algebra, geometry, measurement, statistics and probability. Manipulatives, hands-on learning experiences, and real-world mathematical connections are used to assist in student learning while computer software and interactive whiteboards allow students to explore and investigate mathematical concepts. Students enrolled in our accelerated program beginning in seventh grade take the NYS Algebra Regents at the end of eighth grade.

Our spiraling science curriculum encompasses the topics of chemistry, biology, physics, and earth science and challenges students to observe, predict, explore, and evaluate science-related topics. Students are taught to question the scientific nature of our world through inquiry-based, hands-on laboratory experiences. Through these labs students question, critique, evaluate, and verify how the forces of science behave in real-world simulations. The scientific method is taught at each grade level to standardize the investigation process and support literacy writing skills. Students enrolled in our accelerated science program beginning in the seventh grade take the NYS Earth Science Physical Setting Regents examination at the end of the eighth grade.

The social studies curriculum at Oldfield Middle School brings history alive for learners by providing frequent opportunities for students to interact with authentic documents by which they gain a greater understanding of the time period or region of study. Curriculum themes include ancient and modern cultures, the development of economics and government, civics, geography, and United States history. Instructional delivery includes document-based questions, interpretations of primary sources, research, and the construction of cohesive content-based essays. Essential questions are used to frame unit goals. Technological tools and online textbook components allow students to access and interact with content in multiple ways. Required reading includes relevant historical fiction and non-fiction novels, supporting the time period or culture being studied while reinforcing literacy across each curriculum.

At OMS, students begin their study of world languages in sixth grade (French, Italian, and Spanish) as a way for them to make an informed selection for their formal language study beginning in seventh grade. In seventh and eighth grade, students work toward mastering a foreign language for communication and cultural understanding. Lessons are planned using Total Physical Response techniques appealing to all learning styles. Listening, speaking, writing, and reading are the core elements of this program. Traditionally, students who successfully completed the two-year sequence would take the NYS Proficiency Examination for world language and gain one high school credit. This year, NYS eliminated this assessment and credit will now be granted using a locally generated examination aligned with NYS standards.

Art education engages students in the setting of personal goals and allows learners to grow and see their skill level develop over their course of study. Students use an array of mediums and computer software to create visual art projects. Students draw still lifes, sculpt, and problem solve to create original designs.

Performing arts students participate in jazz band, band, orchestra, and/or chorus. Students receive group lessons to build music skill in preparation for our winter and spring concerts. All students at OMS are scheduled to take music study in each grade as one component of their special rotation. Many of our students participate in the New York State School of Music Association (NYSSMA) solo festival. Several are selected for the Suffolk County Music Educators Association (SCMEA) all-county ensembles.

Family and consumer science is taught by a registered dietitian and winner of the Suffolk County Technology award. The curriculum covers all aspects of nutrition via cooking classes, instructional videos, and career speakers. Learners are introduced to healthy eating as well as identifying the causes, effects, and prevention of adolescent obesity. A unit on career exploration is also presented.

Physical education increases long-term wellness by engaging students in aerobic activity and promoting healthy behaviors. Students participate in team sports and cooperative in activities including Project Adventure, dance, and golf. To further promote a healthy lifestyle, OMS is proud to house a wellness room within the building. This room includes treadmills, stair climbers, stationary bikes, and interactive aerobic technology games which students use during one unit of study at each grade level.

As a learning community, our goal is to build life-long learners by exposing our students to a rigorous and diversified curriculum, sparking an enthusiasm for future learning.

2. Reading/English:

OMS takes pride in knowing its English curriculum addresses the technical aspects of the English language. Assignments provide practice skills and teach students about the world, who they are, who they can be, the challenges of life, and the importance of their decisions. Our goal is to create avid readers, perceptive writers, and resourceful thinkers who will not only succeed today but will also meet the technological literacy skills of the 21st century.

Instruction addresses the needs of the individual learner, assesses each student on his/her ability, and organizes instruction based on collected data. A variety of benchmarking instruments are used by our AIS department to identify students' reading levels, writing strengths and weaknesses, as well as critical thinking skills levels. Students reading below grade level are identified early in the year. Teachers use read alouds, flexible grouping, small group instruction, parallel texts, daily oral language activities, and independent "leveled" novels to remediate instruction. By incorporating Fountas and Pinnel Leveled Libraries and active reading strategies, students learn to interact with appropriate texts. Our collected data allows us to create small groups based on need, whether it's a student's difficulty with literal details, vocabulary, grammar, identifying author's purpose, understanding theme, analysis skills, or any combination of the above. These small groups meet to discuss or complete assignments created to focus on a specific reading skill.

Class visits to the school library media center increases students' access to books and their exposure to a wide variety of genres. Our library/media specialist consistently provides resources for students and teachers to enhance our literacy initiatives. This is accomplished through monthly book displays, website resources, and student-generated recommended reading lists.

Our English curriculum is consistently evolving with new books being added to the curriculum. Sixth grade focuses on character education and biographies, seventh grade on historical and multicultural fiction, and eighth grade on realistic and classic works. Our independent units focus on themes such as loyalty, freedom, survival, and hope. Students participate in the Scripp's Spelling Bee, the National

Language Arts Olympiad, and a variety of contests sponsored by the Suffolk County Reading and Writing Council, and Walt Whitman Society.

3. Mathematics:

Our math program engages students in the critical thinking process through a curriculum that strengthens students' basic mathematical proficiency and prepares them to transition from an elementary skill set to a secondary skill readiness. It is based on the NYS core curriculum key strands listed in Part V, Section I. Our program of study, including general, accelerated, and academic intervention services, engages students in the real-world application of math skills.

A variety of instructional methodologies are used to meet the various ability levels in each classroom. All math classes are equipped with interactive whiteboards which enable teachers to enhance student learning through increased motivation and the visualization of key concepts and ideas. Manipulatives are used for hands-on learning. Literacy is incorporated into math lessons through content-related vocabulary and by requiring students to provide written explanations justifying their answers. This written component not only fosters strong literacy skills but also supplies a template for solving word problems. Real-world application of the skills also reinforces higher-level thinking.

A tremendous emphasis on analyzing data to support instruction is an integral part of our instructional process. In order to effectively help our struggling students, learners are given a diagnostic assessment at the beginning of each school year. Using this data, teachers identify the performance indicators needing remediation. Flexible learning groups are established to address these deficiencies, and individual student needs are targeted. A variety of technology resources such as RM Easiteach, Kuta Software, and Castle Learning enhance the teachers' ability to address the various student learning styles and increase student achievement.

A rigorous Academic Intervention Services program assists students who do not meet proficiency on the NYS Math Assessment. Teachers use data gathered from their diagnostic tests and previous assessments to target deficient skills in a small group setting. These small groups allow for enhanced instruction of targeted academic tasks.

At the seventh and eighth grade levels, our accelerated math curriculum prepares students for the NYS Regents examination in algebra. This curriculum places strong emphasis on building the foundation for higher level mathematics. This curriculum promotes content integration where students connect prior knowledge to newly learned skills at a greater complexity level.

4. Additional Curriculum Area:

The OMS technology education curriculum is crucial to the acquisition of essential skills and knowledge necessary for students to succeed in the modern world. At OMS teachers constantly modify the curriculum's software and applications to stay current with technology literacy, while simultaneously assisting in the development of critical-thinking skills. Interactive whiteboard technology is also used to enhance curricula across each discipline. OMS technology education courses incorporate academic, interpersonal, and communication skills which reflect real-world applications and a larger global view.

At the seventh grade level, students are taught the intricacies of a variety of computer-based programs and use them to develop multimedia projects and websites. Students are exposed to video production and post-production using high definition cameras and sophisticated editing software. Students create projects using computer aided drawing (CAD) software, animation, and advanced graphic design concepts. In this program, students also participate in a unit on Internet safety. As a follow-up to what students learn in class, evening workshops on Internet safety and cyber-bullying are conducted for parents.

At the eighth grade level, students learn about financial literacy and executing good choices regarding purchasing, credit cards, and truth in advertising by exploring the Federal Trade Commission online experience. Students learn to utilize professional software to create a storyboard resulting in the animation of a sixty-second commercial advertising a product of their creation. This commercial is supplemented with a student-generated brochure and website.

OMS technology is also available to students who utilize our computer labs and two laptop carts to access their personal folder on our school's public drive so that projects can be opened and presented on any computer or whiteboard in the school. Our library-media center enables learners to use the Online Public Access Catalog (OPAC) as well as databases to search and locate materials and information.

At OMS our computer and science research clubs are extensions of our technology curriculum. Students in these clubs use the skills learned in their technology program to advertise and promote school and district-level events on our website. They also work collaboratively to construct robots by applying their math and science skills which align with the MST (math, science, and technology) performance indicators.

Professional development workshops and in-service courses for technology taught by our teachers are offered at OMS and focus on enhancing our instructional program. In the spirit of our team approach, these courses are planned collaboratively with our Deputy Superintendent. This dialogue among staff, building, and district administration enhances our joint vision for the success of our students as life-long learners.

5. Instructional Methods:

Our instructional methods include differentiated instruction to meet the diverse needs of our students, provide them with the appropriate level of rigor, and give them the necessary support for the attainment of learning goals. Instruction is student driven, employing a multi-sensory, task-analytic approach.

We deliver a wide range of instruction based on diagnostic testing such as the Diagnostic Online Reading Assessment (DORA), the Woodcock-Johnson, Individualized Educational Programs (IEPs), benchmarks, pre-testing, formal and informal assessments, and teacher recommendations. Accelerated math and science courses are offered to challenge the advanced student. Academic Intervention Service (AIS) is provided for students who have not reached proficiency levels on state assessments. An intensive multi-faceted approach to reading is provided for our least able readers, which includes the Wilson Reading approach to remediate student decoding abilities.

Instructional methodologies vary allowing teachers to be responsive to each learner's needs within all subgroups. We employ the co-teaching model where special education students are in a general education setting. Small group instruction is employed in general education classes to address specific NYS performance indicator deficits in student learning identified through the diagnostic testing process. Our ESL program uses interactive whiteboards and the iPod Touch® to provide comprehensive language input. ESL students also participate in field trips to Ellis Island and the Statue of Liberty which help them make real-world connections with American history and culture. In literacy classes, alternate novels with similar themes and topics are selected for lower-level readers.

At OMS we operate in a print-rich environment. Our media center provides curriculum-based station activities and a computer lab where students move at their own pace to complete projects. Many of our teachers make use of a document camera and online teacher-created video tutorials which enable learners to access the material to be learned in a variety of methods.

To foster student motivation and increase student achievement, student recognition is also differentiated as it rewards the different levels of accomplishment within our school. Students are recognized monthly for demonstrating positive character traits and individual achievements. The Principal's Breakfast recognizes students who have raised their average by five points during any given marking period. At the

end of the year, parents and students are invited to attend the Personal Best breakfast for which every teacher selects one student who has demonstrated his/her "personal best" throughout the year.

Within each program, varying teacher-developed assessment strategies are used to determine student learning, guide instructional decisions, and focus on enhancing student achievement. We approach curriculum demands and student needs in a creative and varied manner to promote students' success and their potential for learning.

6. Professional Development:

Professional development at OMS is targeted to support building level instructional goals. This alignment has a positive impact on student achievement. This process supports our Board of Education's policy requiring relevant professional development opportunities for all staff.

At the beginning of each school year, building level learning goals are identified based on the analysis of student achievement data. Teachers identify professional goals that will enhance their skill level and instructional delivery in these targeted areas. Collaboratively with the administration, an action plan including professional development is established. Progress toward successful completion of these goals is monitored mid-year and reviewed again at the end of the year. This process results in a shared vision and school instructional focus.

Once the goal(s) have been identified, all professional development must directly support staff learning in these areas. Professional development is conducted at faculty conferences, grade level and department meetings, as well as conferences and workshops offered by other institutions and professional organizations. Teachers meet as interdisciplinary and departmental teams to define best practices and plan how their new learning can best be implemented to ensure maximum student growth.

OMS teachers have participated in intensive professional development in the areas of using data to make instructional decisions and inform instruction, teaching reading across the curriculum, working collaboratively to ensure instructional equity and rigor within each discipline, and using technology to enhance instruction.

OMS hosted the national middle level reading expert, Laura Robb, who helped transform the philosophy and practice of teaching reading in our building. All teachers, regardless of their discipline, now share the responsibility of supporting student literacy through a strategic approach to teaching reading.

District level in-service courses are taught by several OMS teachers on how to incorporate the use of technology into the classroom. Along with this methodical approach to professional development, our teachers also belong to professional organizations at the local, state, and national level.

Professional development opportunities are provided for our teaching assistants to ensure continuity of instruction for students. At the end of each school year, student achievement data is reviewed as part of our professional development evaluation and planning process.

7. School Leadership:

The leadership team at Oldfield Middle School consists of principal, Joanne Giordano, and two assistant principals, Wayne Cronk and Jacquelin Allen. At OMS, the role of the principal is to be the instructional leader. Having a keen awareness of school needs, Mrs. Giordano sets the tone and vision for learning. The principal and assistant principals work collaboratively with teacher coordinators within the school to identify instructional goals and develop action plans to ensure that these goals are successfully attained. In order to further guide this process, the principal meets monthly with coordinators to reinforce the school's mission. Due to the limited administrative structure, all teachers at OMS assume a leadership role in a variety of areas affecting student growth.

Collaboratively with administrators, teachers collect and analyze student data, research and pilot new instructional materials to support student learning, recommend how to effectively schedule students to achieve maximum student growth, and enhance curriculum in all areas. Each administrator conducts monthly grade level and faculty meetings, which address state standards and NYS assessment guidelines. As a result of this collaboration, OMS recently adopted a benchmark assessment process to provide teachers with the opportunity to review individual student data to ensure that the students are successfully meeting NYS standards mid-year. This information will allow teachers to further individualize instruction within the classroom. Together teachers and administrators researched benchmarking options, attended conferences, and made a recommendation for a formal procedure to our Deputy Superintendent. This recommendation was supported and we are in our first year of implementation.

The administrative leadership team at OMS encourages professional development through coaching, workshops, and making resources available to teachers. This approach contributes to enhancing the instructional performance of each teacher which, in turn, further supports student growth. Each month the OMS Pupil Personnel Services (PPS) team (administrators, psychologists, guidance counselors, and social workers) meet to review students of concern. Subsequently, the PPS team develops strategies to effectively work with the student and family so that greater student achievement can occur.

The consistency of leadership within the school has resulted in a clear understanding by all stakeholders of the school's mission, professional expectations, and instructional philosophy. Improved student achievement is directly impacted by this stability, fostering trusting, collaborative relationships that have developed within the school and the greater community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Mathematics

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	91	97	95	94	90
% Exceeds proficiency Standards (PL4 only)	50	47	44	37	29
Number of students tested	318	318	270	311	293
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	74	90	93	80	75
% Exceeds proficiency Standards (PL4 only)	32	15	7	5	6
Number of students tested	19	20	15	20	16
2. African American Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	75	95	94	79	75
% Exceeds proficiency Standards (PL4 only)	19	26	28	11	0
Number of students tested	16	19	18	19	16
3. Hispanic or Latino Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	90	93	100		
% Exceeds proficiency Standards (PL4 only)	40	33	20		
Number of students tested	10	15	10		
4. Special Education Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	50	88	73	70	51
% Exceeds proficiency Standards (PL4 only)	9	5	7	15	0
Number of students tested	32	41	44	40	43
5. English Language Learner Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)					
% Exceeds proficiency Standards (PL4 only)					
Number of students tested					
6. Largest other Subgroup: Asian					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	100				
% Exceeds proficiency Standards (PL4 only)	67				
Number of students tested	15				

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: English Language Arts

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	85	96	87	87	81
% Exceeds Proficiency Standards (PL 4 only)	14	19	6	18	19
Number of students tested	317	316	269	310	291
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	78	71	47	55	46
% Exceeds Proficiency Standards (PL 4 only)	11	0	0	5	8
Number of students tested	18	21	15	20	13
2. African American Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	60	79	67	63	53
% Exceeds Proficiency Standards (PL 4 only)	7	11	6	16	0
Number of students tested	15	19	18	19	15
3. Hispanic or Latino Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	80	87			
% Exceeds Proficiency Standards (PL 4 only)	0	20			
Number of students tested	10	15			
4. Special Education Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	44	78	45	38	38
% Exceeds Proficiency Standards (PL 4 only)	3	0	0	0	0
Number of students tested	32	41	44	40	42
5. English Language Learner Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)					
% Exceeds Proficiency Standards (PL 4 only)					
Number of students tested					
6. Largest other subgroup: Asian					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	100				
% Exceeds Proficiency Standards (PL 4 only)	20				
Number of students tested	15				

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Mathematics

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	91	99	97	93	84
% Exceeds Proficiency Standards (PL 4 only)	58	55	63	47	21
Number of students tested	319	270	309	297	307
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	2	0
Percent of students alternatively assessed	0	0	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	60	94	86	75	35
% Exceeds Proficiency Standards (PL 4 only)	15	25	29	6	0
Number of students tested	20	16	21	16	23
2. African American Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	79	82	82	75	50
% Exceeds Proficiency Standards (PL 4 only)	26	47	35	13	5
Number of students tested	19	17	17	16	22
3. Hispanic or Latino Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	67			80	67
% Exceeds Proficiency Standards (PL 4 only)	27			10	0
Number of students tested	15			10	12
4. Special Education Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	43	90	76	56	48
% Exceeds Proficiency Standards (PL 4 only)	5	7	9	3	9
Number of students tested	40	41	34	39	33
5. English Language Learner Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)					
% Exceeds Proficiency Standards (PL 4 only)					
Number of students tested					
6. Largest other subgroup: Asian					
% Meets or Exceeds Prof. Standards (PL 3 and 4)					90
% Exceeds Proficiency Standards (PL 4 only)					70
Number of students tested					10

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: English Language Arts

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Meets or Exceeds Prof. Standards (Pl 3 and 4)	75	95	90	87	81
% Exceeds Proficiency Standards (Pl 4 only)	25	10	4	14	14
Number of students tested	319	268	310	294	308
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	2	0
Percent of students alternatively assessed	0	0	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof. Standards (Pl 3 and 4)	25	63	73	80	32
% Exceeds Proficiency Standards (Pl 4 only)	5	0	0	7	0
Number of students tested	20	16	22	15	22
2. African American Students					
% Meets or Exceeds Prof. Standards (Pl 3 and 4)	47	71	82	87	41
% Exceeds Proficiency Standards (Pl 4 only)	0	12	0	7	0
Number of students tested	19	17	17	15	22
3. Hispanic or Latino Students					
% Meets or Exceeds Prof. Standards (Pl 3 and 4)	60			60	50
% Exceeds Proficiency Standards (Pl 4 only)	27			0	8
Number of students tested	15			10	12
4. Special Education Students					
% Meets or Exceeds Prof. Standards (Pl 3 and 4)	25	71	53	42	39
% Exceeds Proficiency Standards (Pl 4 only)	0	0	0	0	3
Number of students tested	40	41	34	38	33
5. English Language Learner Students					
% Meets or Exceeds Prof. Standards (Pl 3 and 4)					
% Exceeds Proficiency Standards (Pl 4 only)					
Number of students tested					
6. Largest other subgroup: Asian					
% Meets or Exceeds Prof. Standards (Pl 3 and 4)					80
% Exceeds Proficiency Standards (Pl 4 only)					30
Number of students tested					10

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Mathematics

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets or Exceeds Prof Standards (PL 3 and 4)	85	98	96	89	91
% Exceeds Proficiency Standards (PL 4 only)	31	42	41	31	20
Number of students tested	270	312	294	308	296
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	0	0
Percent of students alternatively assessed	0	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof Standards (PL 3 and 4)	75	100	81	65	86
% Exceeds Proficiency Standards (PL 4 only)	10	0	13	8	5
Number of students tested	20	23	16	26	21
2. African American Students					
% Meets or Exceeds Prof Standards (PL 3 and 4)	71	100	76	65	72
% Exceeds Proficiency Standards (PL 4 only)	29	16	12	0	6
Number of students tested	17	19	17	20	18
3. Hispanic or Latino Students					
% Meets or Exceeds Prof Standards (PL 3 and 4)	73		100	85	88
% Exceeds Proficiency Standards (PL 4 only)	27		30	15	6
Number of students tested	11		10	13	18
4. Special Education Students					
% Meets or Exceeds Prof Standards (PL 3 and 4)	49	82	80	41	61
% Exceeds Proficiency Standards (PL 4 only)	3	3	3	3	13
Number of students tested	37	34	40	32	23
5. English Language Learner Students					
% Meets or Exceeds Prof Standards (PL 3 and 4)					
% Exceeds Proficiency Standards (PL 4 only)					
Number of students tested					
6. Largest other subgroup: Asian					
% Meets or Exceeds Prof Standards (PL 3 and 4)					
% Exceeds Proficiency Standards (PL 4 only)					
Number of students tested					

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: English Language Arts

Edition/Publication Year: 2006/2007/2008/2009/2010 Publisher: McGraw Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	77	90	86	85	79
% Exceeds Proficiency Standards (PL 4 only)	14	12	14	15	7
Number of students tested	270	313	294	306	296
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	0	0
Percent of students alternatively assessed	0	100	100	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	50	92	73	42	45
% Exceeds Proficiency Standards (PL 4 only)	10	4	0	0	0
Number of students tested	20	25	15	24	20
2. African American Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	53	81	69	45	50
% Exceeds Proficiency Standards (PL 4 only)	18	0	0	0	0
Number of students tested	17	21	16	20	18
3. Hispanic or Latino Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	64			73	56
% Exceeds Proficiency Standards (PL 4 only)	9			0	6
Number of students tested	11			11	16
4. Special Education Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)	32	50	39	50	42
% Exceeds Proficiency Standards (PL 4 only)	0	0	0	0	0
Number of students tested	37	36	41	32	24
5. English Language Learner Students					
% Meets or Exceeds Prof. Standards (PL 3 and 4)					
% Exceeds Proficiency Standards (PL 4 only)					
Number of students tested					
6. Largest other subgroup: Asian					
% Meets or Exceeds Prof. Standards (PL 3 and 4)					
% Exceeds Proficiency Standards (PL 4 only)					
Number of students tested					

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	89	98	96	92	89
% Exceeds Proficiency Standards	47	48	50	30	23
Number of students tested	907	900	873	916	896
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		3	3	3	
Percent of students alternatively assessed		100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	69	95	87	72	64
% Exceeds Proficiency Standards	19	12	17	7	3
Number of students tested	59	58	52	62	60
2. African American Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	75	93	85	73	64
% Exceeds Proficiency Standards	25	29	25	8	4
Number of students tested	52	55	52	55	56
3. Hispanic or Latino Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	75	97	100	83	84
% Exceeds Proficiency Standards	31	41	33	17	6
Number of students tested	36	32	27	30	38
4. Special Education Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	47	87	78	57	52
% Exceeds Proficiency Standards	5	5	6	7	6
Number of students tested	109	113	119	111	99
5. English Language Learner Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)		90	83		
% Exceeds Proficiency Standards		30	50		
Number of students tested		10	12		
6. Asian					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	100	100	100	100	95
% Exceeds Proficiency Standards	72	60	68	61	50
Number of students tested	29	23	19	23	20

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	79	94	88	86	80
% Exceeds Proficiency Standards	18	14	8	16	13
Number of students tested	906	897	873	910	895
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		3	3	2	
Percent of students alternatively assessed		100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	50	77	65	56	40
% Exceeds Proficiency Standards	9	2	0	3	2
Number of students tested	58	62	52	59	55
2. African American Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	53	77	73	63	47
% Exceeds Proficiency Standards	11	7	2	8	0
Number of students tested	51	57	51	54	55
3. Hispanic or Latino Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	67	87	77	75	57
% Exceeds Proficiency Standards	14	13	0	0	5
Number of students tested	36	31	26	28	35
4. Special Education Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	33	68	47	43	39
% Exceeds Proficiency Standards	1	0	0	0	1
Number of students tested	109	117	119	110	99
5. English Language Learner Students					
% Meets or Exceeds Prof. Standards (PL 3 & 4)			70		
% Exceeds Proficiency Standards			0		
Number of students tested			10		
6. Asian					
% Meets or Exceeds Prof. Standards (PL 3 & 4)	100	100	100	91	85
% Exceeds Proficiency Standards	20	20	21	13	25
Number of students tested	29	23	19	23	20

NOTES: -"% Meets or Exceeds Proficiency Standards" includes Performance Levels 3 and 4 - "% Exceeds Proficiency Standards" includes Performance Level 4 only - Above cells left blank reflect a subgroup of fewer than 10 enrolled students within that grade during the year. - "For the 2009-2010 school year results, The New York State Education Department raised the English language arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. - In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers and parents to reach even higher to achieve these new targets.' "